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17. ABSTRACT (MAX. 250 WORDS)

Forms and instruments used in the Perry Preschool Project are presented. Included are a preschool screening form, a hospital record sheet, an inventory of attitudes on family life and children, a rating scale of student progress for the fall and spring terms, a teacher rating form, Need-Achievement Measures, and special services forms including a social history.

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APPENDIX C

of the Perry Preschool Project Progress Report

FORMS AND INSTRUMENTS

David P. Weikart
Ypsilanti Public Schools
Ypsilanti, Michigan
December, 1964

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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PRESCHOOL SCREENING

Family Name_____ Teacher_____

Address_____

1. "Are there any young children in the family not yet in kindergarten?" ___Yes ___No (check one)

   (If answer to number 1 is NO, discontinue questionnaire.)

2. "Please give me the names and birthdays of children not yet in kindergarten."

	NAME (first) (last)	Birthdate		Name (first) (last)	Birthdate
1	_____	_____	3	_____	_____
2	_____	_____	4	_____	_____

   (If any of the children listed above do not have birthdates which fall between 12-2-59 and 12-1-60 discontinue questionnaire.)

3. Mother's full name_____

4. Is this the child's natural mother? ___Yes ___No

5. Highest grade at which the mother stopped school (circle)

Elementary	High school	College	Post-Graduate
1 2 3 4 5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20

6. Does the mother work? ___Yes ___No

   What is her job called? (examples: waitress, teacher, etc.)_____

   What does she do on the job? (check one) (example: waits on table in small luncheonette)_____

   ___Full time ___Odd job ___Half time ___currently unemployed

7. Names of all adults currently living in the home including mother.

	Name	Relationship to Preschoolers		Name	Relationship to Preschoolers
1	_____	_____	3	_____	_____
2	_____	_____	4	_____	_____

8. Adult male figure, father, step-father or guardian (Do both A and B)

A. Natural Father

1. Father's name _____

2. Highest grade at which the father stopped school (circle)

Elementary								High School			
1	2	3	4	5	6	7	8	9	10	11	12

College				Post-Graduate			
13	14	15	16	17	18	19	20

3. Does the father work? ___Yes ___No

What is his job called? _____

What does he do on the job? _____

___Full time ___Odd job ___Half time

___Currently unemployed

B. Step-father or Male Guardian ___None

1. Step-father's name _____

2. Highest grade at which the step-father (male guardian) stopped school (circle)

Elementary								High School			
1	2	3	4	5	6	7	8	9	10	11	12

College				Post-Graduate			
13	14	15	16	.17	18	19	20

3. Does the step-father (male guardian) work? ___Yes ___No

What is his job called? _____

What does he do on the job? _____

___Full time ___Odd job ___Half time

___Currently unemployed

4. How long has the natural father been out of the home? ___

9. "Are you getting help financially from any other sources besides wages and salary?" (check one)

___ADC ___WELFARE ___OTHER (specify) _____

10. "How many people, including yourself and the children, are living in your home?" _____

11. "How many rooms do you have in your home?" _____

"What are they?" (Check and add number if more than one is mentioned)

___Kitchen ___Dining Room ___Living Room ___Bedroom(s) ___Recreation Room

___Others (list) _____

12. "As far as you know, do you plan to remain in Ypsilanti for the next two years?" ___Yes ___No ___Uncertain

"Thank you for your cooperation."

PERRY PRESCHOOL
HOSPITAL RECORD SHEET

Name of mother _____ Study no. _____

Address _____ Census tract _____

Age of mother _____

Previous pregnancies: Total no. _____ No. abortions _____
No. stillbirths _____ No. prematures _____ No. neonatal deaths _____

Date of birth of last child _____

Present pregnancy _____ Last menstrual period _____

Name of child _____ Case _____ Control _____

Date of birth _____ Length of labor _____

Birth length _____ Birth weight _____

Was child discharged with mother? _____

Was oxygen administered for more than 24 hours? _____
If yes, state no. of days _____

COMPLICATIONS OF PREGNANCY AND LABOR: (CHECK)

Related to pregnancy	Not related to pregnancy	Labor
None	None	None
Preeclampsia	Heart disease	Placenta previa
Eclampsia	Diabetes	Premature
Hypertensive disease	Syphilis	Separation of placenta
Nephritis	Tuberculosis	Prolapse of cord
Pernicious vomiting	Others - Specify	Anomaly of cord
Pyelitis		Breech presen.
Bleeding before last trimester		Other malpresentations
Others - Specify		Contracted pelvis
		Other dystocia
		Postpartum hemorrhage
		Others - Specify

Operative Procedure
None
Low forceps
Mid forceps
High forceps
Caesarean section
Breech extraction
Int. version and extraction
Others - Specify

INVENTORY OF ATTITUDES ON FAMILY LIFE AND CHILDREN

Parental Attitude Research Instrument
(Glasser-Radin Revision)

Read each of the statements below and circle the appropriate letter: "A" for "strongly agree", "a" for "mildly agree", "d" for "mildly disagree", and "D" for "strongly disagree".

A	a	d	D
strongly agree	mildly agree	mildly disagree	strongly disagree

There is no right or wrong answer, so encourage mother to answer according to her own opinion. It is very important to the study that all questions be answered. Many of the statements will seem alike, but all are necessary to show slight differences.

		Agree		Disagree	
84	A child who is "one the go" all the time will most likely be happy.	A	a	d	D
74	Children should be more considerate of their mothers since their mothers suffer so much for them.	A	a	d	D
9	Children will get on any woman's nerves if she has to be with them all day.	A	a	d	D
87	Sex is one of the greatest problems to be contended with in all children.	A	a	d	D
4	Some children are just so bad they must be taught to fear adults for their own good.	A	a	d	D
62	Children pester you with all their little upsets if you aren't careful from the first.	A	a	d	D
21	Children would be happier and better behaved if parents would show an interest in their affairs.	A	a	d	D
56	Children should never learn things outside the home which make them doubt their parents' ideas.	A	a	d	D
32	Mothers very often feel that they can't stand their children a moment longer.	A	a	d	D
100	Children are actually happier under strict training.	A	a	d	D
45	The sooner a child learns to walk the better he's trained.	A	a	d	D

		Agree		Disagree	
37	Parents must earn the respect of their children by the way they act.	A	a	d	D
8	A child will be grateful later on for strict training.	A	a	d	D
25	A mother should do her best to avoid any disappointment for her child.	A	a	d	D
110	There is usually something wrong with a child who asks a lot of questions about sex.	A	a	d	D
71	Parents should know better than to allow their children to be exposed to difficult situations.	A	a	d	D
54	Children who are held to firm rules grow up to be the best adults.	A	a	d	D
95	A good mother will find enough social life within the family.	A	a	d	D
13	One of the worst things about taking care of a home is a woman feels that she can't get out.	A	a	d	D
97	Mothers sacrifice almost all their own fun for their children.	A	a	d	D
70	A child's ideas should be seriously considered in making family decisions.	A	a	d	D
108	The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	A	a	d	D
58	There is no good excuse for a child hitting another child.	A	a	d	D
22	Most children are toilet trained by 15 months of age.	A	a	d	D
67	Parents who are interested in hearing about their children's parties, dates, and fun help them grow up right.	A	a	d	D
77	Most children should have more discipline.	A	a	d	D
89	A mother has a right to know everything going on in her child's life because her child is part of her.	A	a	d	D
36	Having to be with the children all the time gives a woman the feeling that her wings have been clipped.	A	a	d	D
113	When you do things together, children feel close to you and can talk easier.	A	a	d	D
109	Few men realize that a mother needs some fun in life too.	A	a	d	D

		Agree		Disagree	
79	The child should not question the thinking of his parents.	A	a	d	D
31	Strict discipline develops a fine character.	A	a	d	D
57	A child soon learns that there is no greater wisdom than that of his parents.	A	a	d	D
93	When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	A	a	d	D
12	A child should be taught to avoid fighting no matter what happens.	A	a	d	D
20	A mother should make it her business to know everything her children are thinking.	A	a	d	D
A	A child can probably get a good job if he's willing to to work hard even though he does not graduate from high school.	A	a	d	D
B	Most mothers feel very comfortable when they go up to school.	A	a	d	D
C	A busy mother does not have time to read to her children.	A	a	d	D
D	The principal is an easy man to talk to.	A	a	d	D
E	A busy mother doesn't have time to find out what her children are learning in school.	A	a	d	D

Ypsilanti Rating Scale of Student Progress

Fall Form

Rate all children on each question, putting at least one child in every category from 1 to 7 before doing the next question.

Rate 1st year and 2nd year children separately.

Scale: 1 2 3 4 5 6 7
(lowest) (highest)

(1) Social relationship with peers

(2) Social relationship with teachers

(3) Level of verbal communication

(4) Degree of imagination and creativity shown in handling of materials and equipment

(5) Level of academic readiness

(6) Level of curiosity shown

(7) Level of emotional adjustment

(8) Prediction of future academic success

(9) Degree of your desire to work with this child

The following home ratings are to be made only on those children with whom you work in the home. Give ratings you see appropriate.

(17) Adequacy of the working conditions in the home (1=poor, 7=best)

(18) Degree of cooperation of the parents (1=poor, 7=best)

(19) Predict the mother's future school relationship (1=poor prospect, 7=best prospect)

(21) Observable utilization of preschool activities and ideas on the part of the mother

Current-Level Ratings Added in 1964

(22) Degree of trust in total environment (1=suspicious, 7=trusting)

(23) Direction of interest in things and/or people (1=introversion, 7=extraversion)

(25) Degree of understanding and insight of the mother (1=poor, 7=best) (Rate only those mothers with whom you work in the home. Give ratings you see appropriate.)

Date Form Completed_____ Teacher_____

Ypsilanti Rating Scale of Student Progress

Spring Form

Rate all children on each question, putting at least one child in every category from 1 to 7 before doing the next question.

Rate 1st year and 2nd year children separately.

Scale: 1 2 3 4 5 6 7
(lowest) (highest)

A. CURRENT-LEVEL RATINGS
(compare child with his own present age group)

1. Social relationship with peers
2. Social relationship with teachers
3. Level of verbal communication
4. Degree of imagination and creativity shown in handling of materials and equipment
5. Level of academic readiness
6. Level of curiosity shown
7. Level of emotional adjustment
8. Prediction of future academic success
9. Degree of your desire to work with this child
(22) Degree of trust in total environment (1=suspicious, 7=trusting)
(23) Direction of interest in things and/or people (1=introversion, 7=extraversion)

B. GROWTH RATINGS
(compare child with his own present age group)

10. Growth in social relationship with peers
11. Growth in social relationship with teachers
12. Growth in verbal communication
13. Growth in the degree of imagination and creativity shown in handling materials and equipment
14. Growth in academic readiness
15. Growth in curiosity
16. Growth in emotional adjustment
(24) Growth in degree of trust in total environment (1=suspicous, 7=trusting)

C. HOME RATINGS (CURRENT LEVELS)

(Home ratings are to be made only on those children with whom you work in the home. Give ratings you see appropriate.)

(17) Adequacy of the working conditions in the home (1=poor, 7=best)

(18) Degree of cooperation of the parents (1=poor, 7=best)

(19) Predict the mother's future school relationship (1=poor prospect, 7=best prospect)

(21) Observable utilization of preschool activities and iades on the part of the mother

(25) Degree of understanding and insight of the mother (1=poor, 7=best)

Growth Rating - Degree of development of understanding and insight of the mother

Date Form Completed _____ Teacher _____

TEACHER RATING FORM

Pupil Name ..... Teacher .....

Please write in for each item the letter(s) of the rating chosen for this pupil (see alternatives in box). It is not necessary to spend a great deal of time in assessing the pupil. Please answer all items, even if you are uncertain or have little information. If you cannot answer an item, please write in "don't know."

ALTERNATIVE RATINGS

VF—Very Frequently

F—Frequently

S—Sometimes

I—Infrequently

VI—Very Infrequently

Three Additional Ratings Concerning Mothers

..... Participates beyond P. T. A and conferences

..... Shows understanding of teacher's goals

..... Shows effort to aid child's education

.....Shows initiative

.....Blames others for trouble

.....Resistant to teacher

.....Alert and interested in school work

.....Attempts to manipulate adults

.....Appears depressed

.....Learning retained well

.....Absences or truancies

.....Withdrawn and uncommunicative

.....Complete assignments

.....Influences others toward troublemaking

.....Inappropriate personal appearance

.....Seeks constant reassurance

.....Motivated toward academic performance

.....Impulsive

.....Lying or cheating

.....Positive concern for own education

.....Requires continuous supervision

.....Aggressive toward peers

.....Disobedient

.....Steals

.....Friendly, and well-received by other pupils

.....Easily led into trouble

.....Resentful of criticism or discipline

.....Hesitant to try, or gives up easily

.....Uninterested in subject matter

.....Disrupts classroom procedures

.....Swears or uses obscene words

.....Appears generally happy

.....Poor personal hygiene

.....Possessive of teacher

.....Teases or provokes students

.....Isolated, few or no friends

.....Shows positive leadership

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Need-Achievement Measures

Need Achievement was assessed by behavioral measures which were designed by Joseph Veroff of the University of Michigan and validated against the effects of arousal conditions and teacher ratings. Seven tasks were used to assess the child's

1. tendency to resume tasks which are of moderate difficulty ratner than those which are very easy or very difficult.
2. tendency to select a task which is described by the examiner as "one which some children your age can do and some can't do" rather than one described as very easy or very difficult for a child his age, and
3. tendency to persist for a long time at a task which is perceived as easy but which is actually impossible to complete.

Four tasks (Bead Task, Picture Memory, Basket Throw, and Drawing) were measures of resumption. One task (Box Choice) concerned selection, and another (puzzle) concerned persistence. A final task asked tne child to recall as many of the tasks as he can remember, and to name the one he liked best and the one he liked least. The several tasks are described briefly below.

1. Bead Task

The child is instructed to reproduce from memory bead patterns of increasing difficulty. After each performance, the original pattern is shown and the correctness or incorrectness of the performance is discussed. When his "ceiling" is reached, the child is snown tne range of items of varying difficulty he has attempted, and is asked to select the one he would like to repeat.

2. Picture Memory

The child is given cards showing increasing numbers of objects. After seeing each card for 5 seconds, tne child is asked to recall as many objects as he can. After each trial, he is shown the card again, and the number of objects correctly recalled is discussed. As in the Bead Task, when his "ceiling" is reached, the child is again shown all the cards and is asked to select the one he would like to repeat.

3. Basket Throw

The child is instructed to throw a ball into a basket from varying distances. When he has missed twice, the range of difficulty is reviewed, and he is asked to choose the distance from which he would like to try again.

4. Drawing

The child is asked to copy drawings of increasing difficulty. After each item, his drawing is compared with the original and evaluated. When he has failed twice, the range of difficulty is reviewed, and he is asked to choose a drawing he would to try again.

5. Box Choice

The contents of three boxes are verbally described to the child as containing something easy to do, moderately difficult to do, and difficult for children his age to do. He is asked to select the box containing the task he would like to try.

6. Persistence

The child is given a puzzle which is actually impossible to complete, and the length of time he persists is measured.

7. Remembering

All the materials the child used previously are removed, and the child is asked to recall all the "games" he played. The examiner then names the six tasks, and asks the child to pick the one he liked best and the one he liked least.

YPSILANTI PUBLIC SCHOOLS
Special Services

Social History

V. T. Case No. _____

Name _____ Sex _____ Birth Date _____

Address _____ Telephone _____

Place of Birth _____ Church Preference _____

With whom does the child reside? _____

Reason for Referral _____

_____

_____

Referred by _____ Position _____ School _____ Grade __

Referral Date _____ Visiting Teacher _____

Family Data

Parents	Birth Date	Birth Place (City & State)	Occupation	Remarks - (Education address if different, etc.)
F				
M				
SF				
SM				

Children: List in descending order from the oldest; check subject

	Age	School	Grade	Remarks (Address if different)

Relatives Living Elsewhere:

_____

_____

AGENCIES INTERESTED

Agency	Worker	Client	Date

SCHOOL HISTORY

Date	School	Address	Grade	Remarks

INTELLIGENCE TEST

Date	Grade	Name of Test	CA	MA	IQ	V	NV

IOWA TEST

Date	Grade	Vocab.	Reading Comp.	TOTAL L (Lang. Skills)	TOTAL W (Work-Study)	TOTAL A (Arith.)	Comp. V, R, L, W, -

GATES READING TEST

Date	Grade	Word Recog.	Sentence Recog.	Paragraph Recog.

YPSILANTI PUBLIC SCHOOLS
Special Services

Date _____

I hereby authorize _____ to release confidential information concerning

Name _____
(First) (Middle) (Last)

Address _____

Birth Date _____

to _____

Special Services
Ypsilanti Public Schools
Ypsilanti, Michigan

Witness _____ Signed _____

Relationship _____

HEALTH AND DEVELOPMENTAL HISTORY

1. Birth Weight _____ Labor (length and severity) _____
2. Conditions of Birth _____
3. Conditions of Pregnancy _____
4. Babyhood Feeding: Brest ___ When weaned _____ Bottle ___ When weaned ___
5. Age: Walking_____ Talking_____ Dentition_____
6. Habits:

   Eating - Peculiar food habits _____
7. Sleeping _____
8. Toilet Training _____
9. Other habits:

   Nail-biting _____ Enuresis _____
   Thumb-sucking_____ Soiling_____
   Blanket or garmet chewing___ Head Knocking_____
   Tics - Twitches _____ Temper Tantrums_____
   Other nervous habits _____

Physical Handicaps:

10. Hearing_____ Speech_____ Teeth_____ Vision_____
11. Orthopedic_____ Handedness _____
12. Check giving year: Measles_____ Mumps_____ Chickenpox_____
    Allergies _____ Whooping Cough_____ Pneumonia_____ Polio_____
    Frequent Colds _____ Surgery_____ Other_____
13. Family Physician_____ Hospital_____
14. Accidents (dates, severity) _____
15. General Health of other members of the family _____

Relationships with Siblings:

Relationship with Parents (Discipline, Shared Activities, etc.):

Attitude Toward School -- Past Adjustment

Recreational Activities of Child (Interests, Hobbies, Clubs, Organizations):

Attitudes Towards Peers:

1. List any persons living in the home in addition to the mother, father, and siblings.

_____

_____

2. Where did the mother go to school (what part of the country)? _____
3. Do you have any magazines in your home regularly? Yes____ No____
4. Do you own a dictionary? Yes____ No____
5. Have you ever visited Detroit or Ann Arbor museums with your family?
   Yes____ No____
6. Are you or anyone in your family a member of the public library?
   Yes____ No____
7. Have you visited the zoo in Detroit with your children?
   Yes____ No____
8. Does anyone living in the home have a major physical problem, such as bone or joint trouble, difficulty in hearing, etc? Yes____ No____
9. Explain _____

_____

_____

9. Do you belong to any organization(s)? Yes____ No____
   If yes, what one(s)? _____

_____

10. Does your child belong to any organization(s)? Yes____ No____
    If yes, what one(s)? _____

_____

11. What do you think your child will be doing when he or she is 16 years old?

_____

_____

12. Describe what you think a strict mother would be like.

_____

_____

_____